THE CURRICULUM OF THE UNIVERSITY ELEMENTARY SCHOOL

AN OUTLINE

The curriculum of the University Elementary School is in a formative stage. A full statement covering the work for a year at this time is impossible, but the following outline is presented in barest detail for two reasons. First, in its preparation the teachers have been called upon to take at least a preliminary view of the principles which should control the development of a course of study; second, even this meager statement, mainly from the side of material, of what the school seeks to accomplish will give the patrons and others a clue which will enable them, perhaps, to begin an intelligent study of the school. While the outlines are written for the Autumn Quarter, it will be understood that they embody much work that will be extended into the winter and, indeed, continued throughout the year.

OUTLINE FOR THE KINDERGARTEN

AUTUMN QUARTER

ANNA ELIZABETH ALLEN

The artificial division of the kindergarten work into subjects that conform to three of the other grades is made, first, that the relation between the different grades of the school may be more clearly perceived, and, second, that these subjects may be seen in their most elementary forms. No such divisions will be apparent naturally to the observer, as the work is based upon the formation of a community. Everything that will enhance the value of this community ideal and make it practical will be used. The plan is shaped to this end. The children will be kept out of doors as much as possible, when the weather permits, collecting seeds and leaves, working in their garden, and taking excursions to the lake and parks.

The cooking as done in the kindergarten is not for the sake of cooking, as involving scientific control, but for the social side of the industry. The children assist the teachers as they would help their mothers at home.

Nature (beginnings of science and geography).— Comparison of our present surroundings with those of our summer outings. Watching for birds with

which we became familiar last spring, and finding out which ones are left. Gathering, classification, and comparison of seeds: (1) growth in and out of pods; (2) how distributed. Method of keeping fruit and vegetables during the winter. Excursions to parks to watch for birds. Collection of cocoons, caterpillars, and leaves, and comparison of landscape with that of our summer outing. Excursions to garden to gather seeds and harvest our products. Planting of crocus and tulip bulbs. Points of the compass: (1) direction of homes from schoolhouse; direction of homes from shops, church, railroads; (2) direction of wind, and kinds of winds from the different directions. Effect of rain, wind, and sun on familiar areas — home yard, playground, garden. Effect of sun in ripening vegetables in garden.

Social life (history).— Present conditions in our homes: (1) economic: (*a*) supplies and furnishings for kitchen, bedrooms, parlor, dining-room, bathroom, etc.; (*b*) heating; (*c*) clothing; (2) social: (*a*) individual rights; (*b*) entertainment of guests, and relation between host and guest emphasized; Thanksgiving and Hallowe'en parties; Christmas entertainment and tree.

Number.— Used as a limitation in groups of 2, 3, 4, and 5. Simplest addition and subtraction as needed and spontaneously done by the children. Groups made use of: (1) taking partners in skipping, in marching, and in games; (2) committees for housekeeping; (3) blocks necessary for certain building; (4) number of inches in limiting building. Measurement in cooking.

Literature.— Mother Goose melodies; repetition stories, such as "The Old Woman Who Found a Sixpence." Nonsense rhymes: "The Tree" (Björnson); "I'll Tell You How the Leaves Came Down" (Coolidge); and other poems. Thanksgiving and other stories: "Little Table, Dish Up" (from the Norwegian); "The Invisible Cap" (Cooke's *Nature Myths*); "The Night before Christmas" (anonymous); "The Magic Curtain;" "St. Christopher;" "Story of the First Christmas."

Clay and Color.— Modeling: marbles and balls (for playthings), flower-pots, tea-rests, fruit, vegetables, cocoons, nests, etc. Painting: experimenting with colors in paint-box; painting landscapes as seen from our windows, fruits, vegetables, etc. Decorating: Christmas presents, flower-pots, and tea-rests.

Hand-work.— Christmas presents.

Cooking.— Canning pumpkins from our gardens; making for our Thanksgiving party — jelly, grape juice, and cookies; for Christmas, candy.

Games and dramatic work.— Simple romping games: "Cat and Mouse;" "Going to Jerusalem;" "Changing Chairs;" "Hide and Seek;" "Hiding the Slipper." Nature games: flying seeds; birds and bird life; caterpillar and cocoon. Dramatizing stories.

Music.— Simple scale songs from *Primer of Vocal Music* (E. Smith). Tone-placing: appropriate seasonal songs from collections by Eleanor Smith, Neidlinger, Hill, and Gaynor. Rhythm: simple skipping; marching and running in time; flying as birds and seeds; jumping and hopping.

OUTLINE FOR FIRST GRADE

AUTUMN QUARTER

ELSIE A. WYGANT

It is difficult to classify the work of little children into the usual departments of learning, as science, geography, sociology, etc., the names seeming too large for the very simple work which must make up the beginning of knowledge. Yet, because the effort is to give the children experiences and observations which shall make a working basis for these subjects later, the names are retained. On the other hand, a test of the unity of the work would be the lack of any sense of division or classification in the minds of the children. They should have simply a problem to the solving of which reading, writing, number, and the other subjects should lend themselves as tools.

The following outline covers only the work for the fall quarter.

Beginnings of history.— The farm as the source of food supply. Work out processes of flour- and butter-making. The children who had the farm work last year will begin with the building of a house from the standpoint of the necessity for shelter. Stories will be told of how primitive peoples, the Eskimos, and tropical peoples have met this necessity. The conditions which have determined the types of shelter will be made as graphic as possible, and the children will invent so much of the primitive ways as time and the vividness of their images allow. Field trips in connection with this work will be taken to a farm, to the Field Museum, and to a modern house in the process of construction.

Nature study (beginnings of science and geography).— Landscape: (*a*) vegetation (change of foliage, ripening of fruit, maturing of seed); (*b*) animal life (hibernation and metamorphosis); (*c*) daily record of temperature as explaining the above changes. Study of the trees to continue through the year. Care of pets in the inclosure below our windows. Collection and classification of pebbles. Making of crystals. (For details see September number of the *Elementary School Teacher,* p. 36.) Physiographic point; wave-action. Points of compass learned and held in mind during field trips.

Literature.— The daily hearing or reciting of a poem. The poems to be selected largely from *The Posy Ring* and Robert Louis Stevenson's *Child's Garden of Verse.* Stories: Æolus and the Bag of Winds," Hermes, Phæthon, Philemon and Baucis, Bellerophon, Browning's story of "Muléykeh" and "The Pied Piper of Hamlin;" Kipling's "Just So Stories," and "Tomaii and the Elephants;" stories of Christmas in Holland, Italy, and Norway, and the legend of St. Christopher. Classic fairy-tales.

Reading and writing.— Reading will be used daily in connection with the other work. Recognition of words and sentences on the blackboard by the younger group. The older group will also have leaflets in script and print, and

the reading of rhymes and jingles from various first readers. Daily use of phonics as a help to ear-training and enunciation. Both groups will write upon the blackboard and upon large paper with marking crayon and soft pencils.

Number.— The number work grows out of the problems which arise principally in connection with cooking, manual training, and science. The manual training will demand linear measure; one-half, one-fourth, and one-eighth of an inch; and ability to make rectangles, circles, and triangles. Cooking requires the recognition and use of standard units of measure, ability to tell time, and the use of the fractions one-half, one-third, one-fourth, and one-eighth. The science utilizes counting to one hundred by one's and two's, as in the reading of the thermometer and the use of metric system of weights. The constant use of the foot-ruler makes familiar the numbers up to twelve. Combining and separating these in actual work emphasize their relations, and with these the fundamental processes are all touched upon. Reading and writing of two-figure numbers.

Manual training.— A large dry-goods box will be remodeled for the house, and the necessary partitions, doors, windows, and stairs will be made. Cardboard: book-covers, box for minerals, case for tree collection. Cloth: duster for desks, and Christmas presents. Paper: envelopes, picture-frames, circle-makers, etc.

Cooking.— The cooking will be in connection with the science work. The amount of juice in various fruits will be noted by the making of lemonade, grape juice, orangeade, cranberry jelly, apple sauce, and attempts to use the dry fruits, as bananas, etc. Drying of apples and peaches. Find edible seeds and prepare them for eating, as corn, wheat, oats, nuts, etc. Making of butter.

Art.— Seeds and leaves will be used as units of design; later stenciled units. Design to be applied to a frieze for the wall, book-covers, and Christmas presents. Illustrations in paint, colored crayon, and chalk, of stories, and of activities seen upon the field trips. Drawing, painting, and modeling will be used in science and upon field trips as records and to further observation. In this work good spacing and some idea of composition will be kept in mind.

Music.— Special work in ear-training. Singing and notation of the scale and simple musical phrases. The children will be encouraged to originate texts and music for these melodies. Songs will be taught for school festivals, for the seasons, and to illustrate the work of the grade.

OUTLINE FOR SECOND GRADE

AUTUMN QUARTER

ELSABETH VANE PORT

Social life and history.— Autumn: food — a review of its sources and a study of its distribution in the city; winter: clothing; spring: shelter. Autumn: (*a*) Fruits and vegetables — gathering, packing, transportation,

boats, docks, stores; visits to farm and truck garden. (*b*) Grain — kinds, growth, harvesting, hauling, trains, elevators, mills; visits to grain elevator and flour mill. (*c*) Meat and fish — very general idea of packing and shipping of meat; fisheries, sailboats, nets, fishermen's lives. (*d*) Dairy products — short review of dairy farm and visit, if possible, to Walker-Gordon Laboratory. In all this work many transient pictures will be made on the sand-table of farms, lake, docks, city, etc. In order to give a little more meaning to these occupations and have the children see the fundamental processes beneath the complicated ones, some of the primitive ways of obtaining and preparing food will be discussed and tried: (*a*) experiments in the making of primitive out-door fires; (*b*) roasting potatoes and chestnuts; (*c*) roasting meat; (*d*) boiling meat in the water heated by hot stones; (*e*) baking eggs in clay; (*f*) baking fish on boards; (*g*) primitive grinding of grain and making of flat cakes; (*h*) making butter (1) in skin bags, (2) in primitive churns. For illustrative stories see *Literature*.

Geography.— The study of direction, which has been dealt with in the two previous years, will be taken up again in the second grade, with still further meaning. The children will discover the direction of the school from their homes, the parks, the lake, down-town, etc. Large, simple maps will be made in the sand-pan and on the board showing the relative position of the school to the elevators, the farm, and Beverly Hills. In order to do this, a rough idea of distance will be necessary. This will be gained chiefly through noting the time necessary to get to certain places.

Nature-study.— The work of the first quarter will be largely observation of the changes in nature due to cooler weather and approaching winter. Each day some one item will be added to the record. From these a kind of calendar will be made and printed for the children's reading. The records will be of general observation of insects, birds, flowers, vegetables, weeds, and trees. In order to make the observation more definite, some individual from each of the above classes will be selected for special study. These will be found on various trips to the garden, Midway, parks, lots, farm, and Beverly Hills. The changes in the rising and setting of the sun will be noted, and also the lengthening of the noon shadows and lowering temperature; daily observation of clouds, wind, rain, frost, and snow. In connection with cooking there will be a special classification and study of seeds, their manner of storing food, and their protective coverings as used for food by us. Seeds will be collected and experiments made to find out how they use their food supply. The children will plant crocus bulbs in the court-yard.

Literature.— Hiawatha's fishing; story of Mondamin; Ab and the pitfall; Mammoth Feast; Ceres; Ruth. These stories are chosen particularly as illustrative of the primitive cooking and food-getting. In addition, the children will have many of Stevenson's and other short poems, and one or two nature-myths and fairy-tales.

Reading and writing.— The children will read constantly from the black-board, and will have written and printed lesson slips in connection with history

and science. They will use the first simple readers also. With the work in phonics certain games or exercises of pronunciation of syllables will be used in order to help in getting clear, clean enunciation. Writing will be necessary in the keeping of records of observations, in making stories, and in keeping recipes. The children will begin wordbooks, in which will be kept the words learned during the year.

Number.— The cooking, making, and account-keeping will bring about a familiarity with the more common units of measure, with the writing of money, and with fractions such as two-thirds, three-fourths, and three-eighths. Incidental to the other work will come drill in addition and subtraction and the multiplication tables of two's and three's. Writing and reading numbers of four places.

Manual training.— The principal piece of hand-work for the quarter will be the making of a grocery store as a present for the first grade. The children will also make boxes for seed collections and insects, portfolios, and Christmas presents.

Cooking.— Making of grape juice and preserving fruit. Preparing apples in different ways. Cooking oatmeal. Parching sweet corn. Popping corn. Christmas candy.

Art.— (*a*) Painting of landscape, with particular view to showing autumnal changes. (*b*) Drawing of figures — harvesting and loading fruit, churning, fishing; farm animals; work in color and clay illustrative of primitive hunting and cooking. (*c*) Designs for portfolios.

Music.— Special work in ear-training. Analysis of two- three- and four-pulse rhythm. Singing and notation of short songs. The children will be encouraged to originate simple melodies with their texts. Songs for festivals and the seasons, and such as will correlate with the work of the grade, will be chosen.

OUTLINE FOR THIRD GRADE

AUTUMN QUARTER

GUDRUN THORNE-THOMSEN

History.— Subject for the year: trade, transportation, era of early discovery. Autumn quarter: visits to South Water Street, Illinois Central freight dépôt, docks, wharfs, steamers, a large grocery store. Trace some natural, also some manufactured, goods from their sources to the consumer. Study the function of a store. The children to have charge of the materials needed for their grade. Fitting out of a store, the children taking turns to be salesmen, bookkeepers, etc. Early Norse and early Greeks. Geography of these countries as a background. Study of products of different localities, barter, exchange.

Geography.— Typical environments: Norway — mountains, fjord-coast, islands, bays, harbors; climatic conditions, sunless winters of the north, midnight sun in summer; snow and ice; forests with their animal life; the sea with its life. Greece — river-valleys, hills, coasts, islands; climate.

Nature-study.— Field trips (to some of the following places) to study the autumn aspect of the landscape: (1) our garden; (2) Beverly Hills; (3) south shore; (4) north shore; (5) swamp; (6) Purington; (7) the prairie. Materials gathered on these excursions will be the basis for study in the school: (1) plants; (2) insects; (3) soil; (4) snakes; (5) toads and frogs. Points for study: How do plants come back to us in the spring? Comparison between the plants as now seen, and as studied in the spring. This will involve a study of the parts of plants and their function. Enlarged roots and underground stems, such as beets, parsnips, turnips, potatoes, left to sprout; the reason why. The purpose of the fruit to the plant. The reason for color and form, and for shells in nuts. Other devices of plants for distributing seeds. The children will plant tulip, crocus, and hyacinth bulbs in front of the school building. Window-boxes will be made to hold plants for study; also flowers for decoration of room. Insects: How do insects come back in the spring? Study butterflies, moths, ants, and bees. Insect-cages, ant-houses, and possibly a beehive will house the insects for close observation. It will also be possible to see snakes and toads burrow in the sand and to keep them until spring. Soil: Characteristics of the soils from the different areas visited and their properties. Sand and its formation; swamp soil and its formation; garden soil and its formation; clay and its formation. Economic uses of these soils. Metals (work related to history): copper, iron, and lead; where found, mining, uses. The children will make furnaces; melt, mold, and cast in lead. Experiments related to cooking.

Literature and oral reading.— The children will be told several Norse sagas of the Vikings; stories from the saga of King Harold the Fair Haired and the Volsunga saga; the *Odyssey,* parts read by children from Palmer's translation, parts read, or told by the teacher; Norse myths: "Thor's Journey to Jotunheim," "The Death of Balder," "The Gift of the Dwarfs;" Greek myths: "Apollo and the python," "Athena and Perseus," "Hermes and the Cave of Winds;" fairy-tales to be told to the children: "The Land East of the Sun and West of the Moon," "The Seven Swans." Through the simple, picturesque language of the sagas and the *Odyssey,* as also from the direct childlike imaginings of the fairy-tales, the children will learn to appreciate, and unconsciously to imitate, the classic style. Poems will be studied with a view to rendering them in a beautiful way to others: "Windy Nights," "The Shadow," "The Lamplighter," by Robert Louis Stevenson. For Thanksgiving exercises: Greek autumn festival dramatized. For Christmas: a Norwegian Christmas scene.

Reading and writing.— For some of the children considerable phonic drills and reading of very easy stories. Other children will read for information in

history, geography, and science. All the children will keep records of their work in written form. Through the necessity of making these written records, spelling, rules of grammar, punctuation, and capitalization will be taught.

Number.— If the children are actually doing work which has social value, they will gain accurate knowledge of the activities in which they are engaged. The children will keep a record of all their expenses for materials used in the school, and will have charge of a store which will distribute this material. In cooking, weights and measures will be learned. The children also will keep accounts of the cost of ingredients. Proportions will be worked out in cooking recipes. Number is demanded in almost all the experimental science work, and in construction in wood and cardboard. Outcome: automatic use of easy numbers, addition, subtraction, multiplication, short division, and easy fractions.

Manual training.— Making of portfolios, boards for drinking-cups, Christmas gifts — sleds, boats, wagons.

Cooking.— Drying of grapes for raisins (evaporation). Comparison of the amount of water in different fruits. Making of plum butter and the reason for sealing it for winter use (molds). Study of starch. Starch grains in different vegetables; the effect of heat on them; the cooking temperature of starch; the thickening power of starch. Cooking of vegetables, white sauce, and soups. Christmas candies.

Art.— Drawing and painting: records of the study of plants, seeds, and fruits; autumn scenes (nature-study). Blackboard drawing of hills, mountains, plains, coasts, animals in the northern forests (geography). Scenes illustrating early transportation, men on rafts, in dugouts, people exchanging products (history). Stories illustrated (literature). Designs to decorate portfolios; also to decorate bowls and vases made in clay. Clay-modeling: vases; bowls for school and home use; Christmas presents.

OUTLINE FOR FOURTH GRADE

AUTUMN QUARTER

GERTRUDE VAN HOESEN

During the previous years the children have been getting acquainted with their environment, and know to a certain degree what the prominent features are. But the important characteristic of movement — change — has not been emphasized. In the fourth grade the children study the growth of Chicago, not as a closed book, but as an interesting, progressive drama, worthy of close attention. It is necessary, therefore, that the study of the simpler social organs go hand in hand with the history of the city. The story of their beginnings, their growth, and the reasons for instituting them will explain

their present conditions. It is also necessary that a study of the present physiographic condition be made, for it is only through this phase that the children can get any idea of what our city means. For Chicago illustrates man's struggle and conquest over physiographic conditions. The work has been planned with the idea of giving the children some idea of the relation of a city's growth to a geographical situation.

HISTORY

I. Civics.

1. Water-supply: (*a*) Present condition. Visit the pumping stations. How is the water carried to our homes? Laying of water-mains. (*b*) Story of the first crib. (*c*) Examination of water. Experiments in purifying — (1) filtering, (2) distilling. What is the city doing to furnish pure water?

2. Drainage: (*a*) Sewerage — how laid. (*b*) Story of the reclaiming of the swamps.

3. Illumination: How is the city lighted? Comparison with other cities. History of the illumination of the city.

II. 1. History of Chicago at the time when only Indians lived here: (*a*) Study of the old water routes. (*b*) Appearance of the country. (*c*) Industries. (*d*) Transportation means and routes to the East.

2. Early French traders.

3. Story of Marquette and Joliet.

GEOGRAPHY

I. Field work.

1. South shore.

2. Swamp at Seventy-fifth Street.

3. North shore.

4. Purington clay-beds.

Special points to be made in land formation:

1. Building coasts — south shore: (*a*) Formation of sand-bars. (*b*) Gradual change from inclosed lagoon through the swamp formation to dry land. (*c*) Explanation of ridges.

2. Wearing coasts — north shore: (*a*) Formation of cliffs. (*b*) Formation of ravines. (*c*) River action.

3. Swamp formation — Seventy-fifth Street: (*a*) Conditions for formation. (*b*) Conditions for change.

4. Clay-beds at Purington: (*a*) Examination of clay. (*b*) Examination of pebbles found in clay; comparison with pebbles on the lake shore. (*c*) Formation of clay. (*d*) Its use; visit the brick yards.

II. 1. Geography and topography of Illinois: (*a*) Its old river routes. (*b*) Its relation to Lake Michigan, and to the Chicago and Calumet Rivers.

2. The St. Lawrence Basin in its relation to Chicago, i. e., a waterway from the Old World to the New.

NATURE-STUDY

I. Bird life: Identify and study the habits of as many of our common birds as can be found. This will lead to a study of our winter birds, as it is too late in the season to find the birds that are here for the summer. The class will use Lange's *Birds of Indiana.*

II. Field work.

NOTE.— On all excursions a camera will be used, but the children will also carry and use sketching materials.

The excursions noted below will form one of the basic points in the study of Chicago:

1. South shore.
2. Beverly Hills.
3. Purington clay-beds.
4. Swamp.
5. North shore.

Special points:

1. A comparative study of plant life on these areas: (*a*) The collection and identification of plants. (*b*) The identification of the trees; note especially (1) where found, i. e., the nature of the soil; (2) mode of growth — reason for it. (*c*) Examination of soils, if necessary to discover the relation of soil constituency to growth. (*d*) How do these plants scatter their seeds?

2. A comparative study of animal life: (*a*) Habits of these animals — food, homes, etc. (*b*) Their preparation for winter.

The class will reproduce on the sand-pan the special typical features of each area.

III. Weather record. Special points:

1. Slant of sun's rays. Measurement taken weekly by means of the skiameter. The only point made this term will be the fact that the slant varies and the relation of variation to the position of the sun in the sky.

2. Average temperature.

IV. Experimental science in connection with cooking.

V. The children will make a tulip bed under the front windows, and plant crocus and snowdrop on the lawn. They will fill the window-boxes with house-plants, of which they will have the care, and start a number of different bulbs indoors. They will also set out several varieties of small fruits.

ENGLISH

I. Literature.

1. Story of Siegfried.

2. Group of Rides: (*a*) "John Gilpin's Ride." (*b*) "How the Good News was Carried from Ghent to Aix." (*c*) "Sheridan's Ride." (*d*) "Paul Revere's Ride."

3. Poems and stories of heroism.

II. Speech, oral reading, and dramatic art.

1. The dramatization of some part in the celebration of the autumn festivals; e. g., Hallowe'en, Thanksgiving, and Christmas.

2. The study of the "Group of Rides" mentioned under *Literature.*

3. The telling of favorite stories.

The children will not be expected to read the poems and stories at first. An endeavor to establish a feeling for the beauty of style will be made by reading to them beautiful poems and stories. These stories and poems may or may not be read later by the pupils.

III. Reading.

1. For information, in connection with the work under consideration.

2. For pleasure: (*a*) fairy-stories and fables. (*b*) Robert Louis Stevenson's poems. (*c*) The poems mentioned under *Literature.* (*d*) Parts of Baldwin's *Siegfried.* (*e*) Stories of animals.

If the class, or members of it, are unable to read silently the reading matter which is necessary, a systematic drill in phonics will be carried on which will give those children the necessary help.

IV. Spelling. The children will each keep a book in which will be written every word that is misspelled and every word for which any child has asked during a written lesson. By learning these words the children get command of the vocabulary necessary to the work of the year.

V. Writing. The natural demands of the subjects of study for writing is constant. The children will write papers of many kinds:

1. Records: (*a*) of science work; (*b*) of excursion; (*c*) of cooking, i. e., recipe books.

2. Stories.

3. Letters.

4. Expense accounts.

5. Songs.

Skill to be acquired through the above work: Correct use of capitals, period, interrogation point, and quotation marks; the use of the apostrophe in possessives and some contractions; and a few very simple uses of the comma; very simple paragraphing.

FRENCH

Chansons de jeu: "Savez-vous planter des choux?" "Il était une bergère;" "Le mer est bien tranquille;" "Sur le pont d'Avignon;" "Au clair de la lune."

Stories of Marquette and Joliet at St. Ignace; story of Marquette's winter at Chicago; fairy-tales told, read, and dramatized. French luncheon and games once a week. Reference grammar and reader: Part I of *Beginners' Book in French,* by Mlle. Sophia Doriot.

GERMAN (FIRST YEAR)

Instruction mostly oral. The expressions for every-day activities will be learned. We shall have a great many games, rhymes, riddles, songs, and dialogues.

ARITHMETIC

In the correlation necessary to the general work of the grade, the following should be the outcome in arithmetical knowledge:

1. Familiarity with the use of the multiplication tables through the 12's.

2. Tables of dry and liquid measures in connection with cooking and history.

3. Tables of linear, square, and cubic measures in connection with manual training and nature-study.

4. Ability to add, subtract, multiply, and divide whole numbers as rapidly as is consistent with the general development of the individual child.

5. Use of simple fractions and decimals in connection with nature-study, cooking, and manual training.

6. Keeping of simple accounts.

MANUAL TRAINING

Wood: Screen — cleaning and staining a table in grouproom; Christmas gifts. Cardboard: Portfolios for work. Clay: See *Art.*

COOKING

Study of sugar: Making of vinegar for Christmas candies. Vinegar plant — what it is and what it does. Acids and what they are. Canning peaches and pears. Making candied pineapple. Where sugar is found, and how it is manufactured. Foods in which we find sugar. Christmas candies.

ART

I. Drawing and painting.

1. Landscapes: (*a*) Immediate landscape showing autumnal changes. (*b*) Typical areas visited.

2. Trees and plants growing on the areas visited.

3. Illustrative work.

4. Designs: (*a*) For portfolios. (*b*) For pottery.

II. Clay.

1. Animals in connection with nature-study.

2. Statuettes and tiles in connection with history and literature.

3. Pottery: (*a*) For use in school, i. e., jardinieres. (*b*) For Christmas presents.

MUSIC

Voice-training. Exercises in the sharp keys for sight-reading and notation. Each group will be encouraged to write a composite original song on a topic suggested by the children. They will notate this song in their music notebooks. Harvest, Thanksgiving, and Christmas songs will be given; also German and French dramatic songs.

OUTLINE FOR FIFTH GRADE[1]

AUTUMN QUARTER

CATHERINE PIERCE

The work for the quarter is mainly grouped about the history which is an attempt to meet the needs of the children's widening social interest, and also about the field work which give them a closer acquaintance with their immediate surroundings.

HISTORY

The history of the previous grade is that of Chicago itself. The history of this grade takes a backward step to that earlier period which helped make Chicago possible and which is familiar to the children through family tradition.

Study of the Plymouth colony — occupations, industries, and development of self-government. (*a*) Home — occupations of family; appearence of house; manners, dress, and customs. (*b*) Farm — occupations. (*c*) Village (Plymouth as type) — history of settlement; town meetings; trade and occupations.

The children will spin, dye, and weave; make candles and soap; arrange a colonial room; make drawings and sketches of each other dressed in colonial costume and carrying on typical occupations.

GEOGRAPHY

1. Study of geographic conditions influencing the settlement and development of New England.

2. Field work in areas about Chicago that show physiographic likeness to the New England region: (*a*) Stony Island (glaciation); (*b*) Glencoe (stream action and wearing coast).

3. Study of the topography and climate of North America as a whole.

4. Use of political maps in connection with the study of current events.

5. Making of maps in sand and chalk-modeling; making sketches and models in sand-pan of areas visited in field trips.

SCIENCE

1. Field work. Study of plant societies in swamp, ridge, and meadow. Relation of plants to soil and water, and their methods of reproduction.

2. Garden. Preparation of a tulip-bed and planting of bulbs on the school grounds.

3. Meteorology. Observations recorded to enable an understanding of the climate of North America: (*a*) rainfall and temperature; (*b*) sun slant and length of day; (*c*) relation of sun slant to temperature.

4. Experiments connected with a study of colonial industries: (*a*) Textile work — study of fibers used; dyeing — action of acids and alkalis on vegetable

[1] Prepared largely by Mary Reed; on leave of absence for 1904–5.

and animal fibers. (*b*) Cooking — relation of heat to food; study of starch. (*c*) Soap-making — action of acids on alkalis.

5. Written records of all work done and observations made, illustrated by drawings, sketches, and photographs.

LITERATURE AND ORAL READING

The literature is selected to supplement the work in the history of the Plymouth colony. The children will read selections from Bradford's *Plymouth Plantation* and Hawthorne's *Grandfather's Chair,* also Longfellow's "Miles Standish." For more dramatic expression Tennyson's "The Revenge" will be studied carefully. Some simple dramatization may be made, should the work in history or literature call for it.

ENGLISH

Through records kept in the science and geography lessons and frequent composition work connected with history, it is expected that the children will gain a free and correct use of written English. Attention will be given to paragraphing, to punctuation, and to principal parts of the sentence.

FRENCH

The most popular French historic rounds will be dramatically sung and played by the children of the fifth grade. The conversation at the French luncheons and the vocabulary needed in the playing of French games will give the idiomatic twist of the language so characteristic of a people. The reading will center around Acadian life, its relation to Normandy, the friendship of the French for the Indians, etc. The thought of the reading lesson will be illustrated by the dramatic presentation of the most characteristic events of Acadian life. For a reference grammar the grade will use Part II of *Beginners' Book in French,* by Mlle. Doriot.

GERMAN (SECOND YEAR)

Short review of last year's vocabulary. In grammar, singular and plural of very common nouns. We shall read Foster's *Geschichten und Märchen.* Conversation: dialogues, questions, etc., about every-day life. Nursery rhymes, riddles, songs, and simple poems.

NUMBER

The number work of the quarter will be correlated with the subjects given below. Exercise will be given in fundamental processes whenever necessary.

1. Working-plans for looms and Christmas work requiring scale drawing; linear and square measure and cost of material.

2. Addition and subtraction of decimals through use of metric weights; addition, subtraction, multiplication, and division of fractions through use of recipes.

3. Linear and square measure through field work and making of tulip-bed: fractions and decimals in use of rain-gauge; long division in averaging of temperature and rainfall.

4. The keeping of simple accounts will be taught in connection with the children's use of the school-supply fund.

HAND-WORK

1. Textiles: spinning, dyeing of threads; weaving rug for colonial room; making small bags worked in cross-stitch, and samplers.

2. Manual training: (*a*) making of looms, trenchers, and hornbooks as required in the textile work and history study; (*b*) making articles for Christmas gifts, with special attention to working-drawings and technical excellence.

COOKING

1. The making of dishes illustrating the methods of colonial cooking, including the milling of corn for flour and cooking by an open fire; preparation of a Thanksgiving luncheon; making Christmas candies, using vinegar made by the fourth grade.

2. A study of starch.

ART

1. Design: The art for the quarter will be the more formal presentation of the principles of design growing out of the work in textiles and manual training.

2. Color: Records of field work and seasonal changes; illustrations of poems studied; studies of colonial costumes.

MUSIC

Season songs. Exercises for sight-reading and notation. One original song with its notation. Characteristic songs in French and German, and one typical Puritan hymn.

OUTLINE FOR SIXTH GRADE

AUTUMN QUARTER

ANNA HIGGINS

HISTORY

The aim of the work in history is to broaden the view of colonial life in America, by adding the life of the French to that of the English and Dutch already studied, to compare the French and the English life in the New World, going back into the home countries to account for the contest, with emphasis on the differences in their ideas of government. The climax will be the coming together of the French and English in the New World, the failure of the French, and the success of the English, in the French and Indian War.

The class will study the French in America, their coming, something of the life at home and the conditions in the Old World that led to their coming; the great fishing industries in America; their interesting contact with the

Indians (Parkman and Champlain's journals); their colonial life; a seigniorage; the soldier, the explorer, the trader, the missionary (Parkman and Bourinot); their life in Canada; their spreading out; the voyages to the Mississippi; La Salle, Marquette, Joliet (Louisiana Historical Society Papers; Jesuit relations; visit to Chicago Historical Society); the causes and results of the French and Indian War. Sand-modeling, map-drawing, and illustration with pencil and water-colors will be an integral part of the work. A seigniorage will be built.

Then will follow the struggle of the English colonists with the mother-country. Stress will be laid upon the great industrial feature of the struggle, and the ideals of the colonists as to government. Here we shall come in touch with France again in an interesting way.

The last quarter will be devoted to Greece, and we shall try to show that there have been struggles for liberty in times long past. A glimpse of the Greek fighting his Bunker Hill at Marathon will be followed by a study of Greek physical culture and games. The civic pride of the Athenians will be shown by a study of the Parthenon, and the children will consider the work of the civic improvement associations of our own city.

GEOGRAPHY

North America: (*a*) Topography, mountains, plains — central and coastal; interpretation of existing conditions. (*b*) Mountains, glaciers; excursion to Stony Island; mining and miner's life; smelting of ores. (*c*) Rivers; St. Lawrence, Mississippi; structural study, and how they affected the settlement of the country. (Here touching the history, the early French settlers in Canada and the Mississippi Valley.)

Sand models, chalk models, and maps will be made by the class.

SCIENCE

1. Field work: Preparation of plants and animals for change of season, especially underground provision of plants, bulbs, roots, etc.; collection for mounting; form and structure of bulbs and other underground forms; animals that migrate and animals that hibernate.

2. Garden work: (*a*) Care of strawberries planted in the spring, preparing them for winter and for next year's growth. (*b*) Gathering of potatoes planted in the spring. (*c*) Planting of tulips around the fountain; preparation of the beds for winter. (*d*) Planting of daffodils in pots for winter blooming.

3. Change in weather affecting plants and animal life; distribution of sunshine; variation of temperature; rainfall.

4. Heating of houses; simple experiments in heat.

LITERATURE

The literature will add to the picture of the French life at home and in America at the time of the exploration and settlement of Canada and the Mississippi Valley by the French. Harriet Martineau's *Peasant and Prince;*

selections from Parker's *Seats of the Mighty;* selections from *Evangeline.* The story of St. Francis will give an idea of the missionary spirit. Will read the "Flowers of St. Francis," and Whittier's "The Fisherman."

FRENCH

Chansons de jeu: "Avoine, Avoine, Avoine;" "Malbrough s'en va-t-en guerre;" "Frère Jacques;" "Quand Biron voulut danser;" "Au clair de la lune;" "Noël."

Stories of La Salle at the court of Louis XIV. La Salle with Illinois Indians — their habits and customs; paints — ochres, clays. Indian feasts.

History of the potato: Peru to Paris; dramatic reception of the potato at the French court.

Parmentieu and Franklin — their work for the poor; the instigating of bread-making under supervision of the French government.

Imaginary trip to Paris; French life and habits; the market-place, store, etc.

Reference grammar: *Le Français pratique,* by Paul Bercy; Contes et légendes.

GERMAN (THIRD YEAR)

Singular and plural nouns; use of the definite article. Read Foster's *Geschichten und Märchen.* Conversation based upon animal stories and anecdotes. This class will give a Christmas play.

MATHEMATICS

Drawing to a scale; fundamental processes with integers and fractions in building a French seigniorage in history.

2. Comparisons of areas in history and geography.

3. Values of products in geography.

4. Planting of tulip-bed calls for circumference and area of circle: (*a*) Area of triangle; meaning and history of some units of measure; cutting and drawing different kinds of triangles, comparing areas with areas of rectangles; find area of triangle. (*b*) Circle: radius, diameter, circumference; cutting and laying triangle on circle; find relation of circumference to diameter; find area of circle; find area of part of circle.

In all the work mathematical expression will be emphasized, and the equation or mathematical sentence used.

MANUAL TRAINING

The class will plant bulbs in the schoolrooms for early blooming. For these they will need window-boxes, which they will make. They will plant tulips around the fountain in the court. This bed will need to be protected, and the children will build a rail around the bed. They will also make some hotbed covers. They will make a large loom in connection with their textile work.

TEXTILES

Weaving of coarse linen and wool. From the linen they will make a table-cover for the schoolroom. Construction of looms. Flower-pot covers made, and made from raffia. Making of costumes needed in the school. Use of the sewing-machine.

COOKING

Fruit cooking, canning, and preserving by different methods. Experiments with the keeping of fruits under different conditions will lead to the study of fermentation, which will be considered further in connection with the use of yeast in bread-making. The bread-making will extend into the Winter Quarter, to be followed by work in batters and dough, and experiments in methods of lightening them.

ART

Illustration of history — sea, boats, coast; some pictures of the French country and life at home, and some of the life in the new country. Illustration of description and story in literature. Illustration in geography. Landscape work in nature-study. Christmas booklets.

MUSIC

Voice culture. Exercises in all keys for sight-reading and notation. Original songs as musical self-expression; for example, a song of the French explorers, or setting to music "The Fisherman" in the *Songs of Labor.* Songs of the harvest, of Thanksgiving, and of Christmas. French and German songs for plays and games.

GYMNASIUM

Games, indoor and outdoor, will be a feature of the work: "Fox and Goose," "Dodge Ball," "Three Deep," battle-ball and basket-ball, etc. Rhythm work — skip, slide, and hop dancing-steps. Free exercises in the gymnasium, and in the classroom for rest. Apparatus work on the ladders, rings, ropes, poles, and beams.

OUTLINE FOR SEVENTH GRADE

AUTUMN QUARTER

HARRY ORRIN GILLETTE

HISTORY

Note on the year's work.— Expansion of the United States from the thirteen states to its present limits, and the development of the nation industrially, socially, and politically. Consideration of some of the important present social and civic problems. Classroom study and reference reading; visits to the rooms of the Chicago Historical Society and the Field Columbian Museum. Excursions to great industrial plants: ore docks, steel mills, an oil refinery, a grain elevator, and the McCormick Harvester Works.

Outline for the quarter.— The expansion of the United States. The rise and development of industries, such as agriculture, transportation, mining, manufacture, communication.

1. The social and industrial causes of the Revolution.

2. The thirteen original states, their industries, their social and political conditions.

3. The Appalachian Mountains as a barrier.

4. The gradual settlement of Kentucky, Tennessee, and the Northwest Territory. Pioneer life. The pioneer spirit. Transportation on land and water. The work of George Rogers Clark. The Louisiana Purchase and Lewis and Clark.

5. The rise of industries. Economic, civic, and social conditions.

GEOGRAPHY

The geography of the year includes that of North and South America; its relation to the expansion of the American people.

Outline for the quarter.— North America.

1. The thirteen original states — the coastal plain, and the New England region.

2. The character of the Appalachian Mountains which constituted them so great a barrier.

3. The Great Valley, the Piedmont Plateau, and the Allegheny Plateau.

4. Kentucky and Tennessee, the states first settled west of the mountains, and the reasons why they were settled first.

5. The Northwest Territory; Ohio, Indiana, Illinois, Michigan, and Wisconsin.

6. The Mississippi Valley as a whole: the Ohio Valley; the Mississippi Valley; the Missouri Valley.

Excursions to industrial plants (see history outline), and to the north shore for the study of ravines. Out-of-door sketching, map-drawing, chalk-modeling.

SCIENCE

I. Physiology and field geography.

1. Field work: (*a*) The physiological processes as seen in different plants and animals, modified by the seasons, as seen in the field; seasonal changes; hibernation and migration. (*b*) Seed formation and distribution, considered as a means of reproduction. (*c*) Planting of small fruits — raspberries, blackberries, gooseberries, etc.— in the garden; care of seeds gathered in our garden. Geographical — map-drawing and modeling of typical topographic forms — sketching. (*d*) Gathering material for room aquaria.

2. Physiology: (*a*) Respiration: our organs of respiration, considered briefly; making and identification of oxygen and carbon dioxide; our means of respiration compared with those of lower animals and with plants; osmosis; the ventilation of the school-building and the home; work out

relation of respiration to heat and work in body; amounts of oxygen and carbon dioxide. (*b*) Digestion: our organs of digestion as compared with those of lower animals; the teeth and the juices of the mouth; effect of saliva on starch foods; experiments with saliva and starch; the stomach and its juices; experiments with pepsin; the rest of the alimentary canal and its juices; different classes of foods. (*c*) The blood — food, oxygen, and waste carrier; function of the blood; circulation as seen in a frog's foot; organs of circulation. (*d*) The muscles. (*e*) The bones. (*f*) The nerves and nervous system. (*g*) The members of the body working together. (*h*) Ideal conditions for health.

ORAL READING AND LITERATURE

Critical study of Longfellow's "The Building of the Ship;" Browning's "Herve Riel," "Incident of the French Camp;" Kipling's "Ballad of the East and West;" Thanksgiving Bible readings.

Home reading of stories giving something of the spirit of the times which the children are studying in history, such as Eggleston's *The Hoosier School Master;* a biography of Daniel Boone; a story of George Rogers Clark, and parts of Roosevelt's *The Winning of the West.*

ENGLISH

Reports and records of much of the work. As much attention is paid to the form and correctness of the papers as to the content. Principles of language which must be observed in composition.

FRENCH

Chansons de jeu: "La tour, prends garde;" "Qu'est-ce qui passe ici si tard?" "Quand Biron voulut danser;" "Au clair de la lune;" "Noël."

Stories: Study of Quebec and Montreal. Contrast between life in France and Quebec; costumes and manner of dress. Dramatic rendering of Joliet at St. Louis. Quebec. Arrival of French troups. Extracts from Molière's plays then being given at the court of Louis XIV.

Reference grammar: Part II of *Le Français pratique,* by Paul Bercy.

GERMAN

A quick review of last year's work in grammar, especially of the singular and plural of nouns, the definite article, and the use of the nominative and possessive cases. The new work will be the declension of German nouns, singular and plural, if this work can be based upon a certain knowledge of English grammar.

Reading the easier stories from *Alter und Nener,* by Seligmann. The stories will lead to talks about different places (cities, castles, etc.) of Germany. A few poems and songs will be learned.

MATHEMATICS

Working knowledge of the simpler applications of percentage and interest. New principles will be worked out at the time the pupil needs them to solve a problem actually arising in his school activities; the many uses and applications of these principles in present-day life.

Problems involved in history (the measurement of land, industrial problems, etc.); in geography (drawing of maps to scale, etc.); in woodwork and manual training (drawing of plans, exact measurement, etc.); in experimental science (percentages, etc.).

Field work: indirect measurement of heights and distances by the use of angles and triangles.

Personal accounts of expenditures for school materials. This account will be presented to the parents once a quarter, or oftener.

Problems not directly involved in their other work, but problems of the day, which require a knowledge of the principles of percentage and interest for their solution.

WOODWORK (MANUAL TRAINING)

Making notebook covers; window-boxes for winter flowering plants; drawing-board and T-square; drawing plans and making a laboratory table for the grouproom.

ART

A continuation of the study of composition and design. Out-of-door sketching. Expression work in history, geography, and science.

PHYSICAL CULTURE

Gymnasium five half-hours a week — two half-hours given to the girls, two half-hours to the boys, and one half-hour to the boys and girls together for games. Playtime at noon, games supervised by assistants in the department of physical culture. Supplemented by frequent short exercises in the classrooms between recitations.

MUSIC

Structure of the scale. Key relationships. Notation of familiar songs. Two-part exercises for sight-reading. Harvest, Thanksgiving, and Christmas songs. Songs for French and German plays and dramatic games.

OUTLINE FOR EIGHTH GRADE

AUTUMN QUARTER

KATHARINE M. STILWELL

HISTORY AND GEOGRAPHY

The period of discovery and growth of geography. Invention of printing.

1. What the ancients knew: Ideas of the Greeks. Map of Herodotus. The Romans. Pomponius Mila. Ptolemy's geography and map.

2. The Crusades: Routes of travel from Europe to the East. The crusaders. Jerusalem. Saracenic civilization. The mariner's compass. Increase of geographical knowledge. Effect of the Crusades upon the routes of travel. Rise of Venice.

3. Marco Polo: Journeys of the Polos. Geography of the places visited. Effect of these travels upon the knowledge of geography. Compare this knowledge with what we know of these regions today. Breaking up of routes of trade.

4. Invention of printing: The first printing-press. Books of the Middle Ages. Visit the Newberry Library and the library of the Art Institute to examine illuminated manuscripts. The class will illuminate a manuscript. Compare such a book with modern books. Mural paintings. Study the life of St. Francis and the Giotto frescoes at Assisi. Effect of printing upon knowledge. History of bookbinding. Visit a bookbindery. The class will bind material needed for use in the school. It is hoped they may be able to do some practical printing.

NATURE-STUDY

1. Weather observations: Daily reading of the instruments and posting of bulletins for the use of the school. Value of government weather reports. Some study of the instruments.

2. The seasonal changes: Animal and vegetable life. An investigation of some of the causes of these changes.

LITERATURE

Aldrich, *Friar Jerome and His Beautiful Book;* Longfellow, "The Sermon of St. Francis," "Venice," "Monte Cossino," "King Robert of Sicily;" Arnold, "The Little Flowers of St. Francis" (selections); Joaquin Miller, "Columbus;" Lockhard, *Spanish Ballads.*

GERMAN

1. Review of singular and plural of nouns, and the use of the definite article. The class will take up the possessive and dative cases of nouns and the conjugation of regular verbs.

2. We shall read stories from Guerber's *Märchen und Erzählungen,* Vol. I.

3. Conversation will be based upon German historical legends.

FRENCH

Dramatic: Study of children's crusade; Saint Louis, Blanche de Castille, etc.; Marseille, Paris. Reading: "Le petit Robinson de Paris," by Foa; "Sans famille," by Hector Malot. Memorizing of selections from *Modern French Lyrics,* by B. S. Bowen.

Reference grammar: Paul Bercy.

Special attention will be given to the four conjugations, irregular verbs in continual use — such as *faire, aller, pouvoir, savoir,* the plural of nouns, the formation of the feminine of adjectives, the formation of adverbs, the irregular comparative forms of adjectives and adverbs, negative words.

MATHEMATICS

Mathematics will be taught as its use is required in other subjects. A knowledge of longitude and time, and of how to find latitude and to measure angles, is necessary to the geography. The building of the toolhouse will

furnish an abundance of material for number and form work, and many lessons will be based on this subject. In addition, all previous work will be reviewed, and viewed as generalized number.

MANUAL TRAINING

I. Mechanical drawing: Simple geometric constructions, leading up to more complex drawing, such as orthographic and isometric projections. This is to be a preparation for the detailed drawing of the interior of a toolhouse which is to be built on our campus by some of the children. In all the drawing articles actually to be made in wood by the children will serve as models.

II. Woodworking: The making of Christmas presents. This work will be purely individual. The children, after a conference with the teacher, will make a rough sketch for proportion and outline, and after reducing it to a mechanical drawing will make it. The child will pay for the lumber, finish, etc., used in making the present.

III. Sewing: The girls will devote two hours per week to sewing. They will make articles of clothing for their own use.

MUSIC

Study of chromatic and harmonic minor scales. Part-songs with introduction of bass. Unison songs. Composition of original melodies.

Songs: "September Gale," Eleanor Smith; "A King in Thale," Zelter; "The Crusade," Franz Schubert. Thanksgiving songs: "Wake, Viol and Flute!" E. Richter; "Harvest Hymn," Sir George Elory; "We Plow the Fields," Gläzer; "Song of the Corn," E. Dalcroix. Christmas songs: "Ye Shepherds, Arise!" Karl Reinecke; "O, heiliges Kind," German folksong; "Now He Who Knows Old Christmas," old French carol.